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ABSTRACT

For more than a quarter of a century self-esteem increasingly has been viewed as the magic key to success and happiness. Earned self-esteem is based on learning to tolerate frustration and delay, to care for others, to work hard, and to persevere in the face of obstacles. These tasks of developing relationships and competencies enable one to stretch, to grow, and to reach for excellence. The Triple-Helix Role Model of Development is a model which construes self-esteem as the energizer and director of roles people choose to play at various times in their lives and the commitment that is brought to these roles. The three most important roles in the lives of most adults (family, work, self-development) are represented by the three helixes. The helixes have the capability of interweaving in varied patterns and formations, interacting or combining at different points in time and space, working alone or influencing others. Fused to each helix is a strand of the esteem nucleus in which all three helixes are grounded. The triple-role approach to self-esteem provides a way in which teachers can take charge themselves and develop this dimension which has been forgotten and neglected by everyone. If teachers lead the way, perhaps researchers, parents, students, administrators, and society in general will do an about-face and begin to recognize the tremendous contributions which teachers make. (LLL)

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A ROLE-BASED APPROACH TO ENHANCING SELF-ESTEEM: IMPLICATIONS FOR TEACHERS, COUNSELORS AND HEALTH PROFESSIONALS

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A Role-Based Approach to Enhancing Self-Esteem:

Implications for Teachers, Counselors, and Health Professionals

In my presentation today I would like:

First - to introduce the Script

Second - to describe the main character, "Self-Esteem"

Third - to set the stage, "A View of Self-Esteem for the 21st Century"

Fourth - to present the plot, the action assigned to "The Triple-Helix Role Model" in Understanding and Enhancing Self-Esteem; and

Fifth - I invite you to a dress rehearsal during which the implications of this drama will emerge.

Introduction to the Script

For more than a quarter of a century self-esteem increasingly has been viewed as the magic key to success and happiness. Methods and materials for promoting instant pleasure, instant relief and instant success, what Lerner (1985) calls "SELF-ESTEEM NOW". Concurrently, researchers have developed a variety of techniques for measuring this highly-valued attribute (Lipka and Brinthaupt, 1991).

I would not dispute the fact that high esteem and the positive feelings of self-worth which accompany it constitute a powerful motivational force in individuals' lives. As we interact with adults and children in our daily home and work routines, observing others, reading and viewing mass media, we realize that for many people today esteem rests on attributes, activities and accomplishments which do not lead to self-actualization. The "Instant Self-Esteem" provided through anti-social and anti-self behavior ultimately diminishes both self and society. Meanwhile technological and historical events are impacting, in ways undreamed of, on the lives of individuals world-wide, coloring their perceptions of society's demands, tasks, supports and structural elements. These psychological aspects of the setting reinforce and encourage basic directions or trajectories of personal development including components selected as one's basis for self-esteem. Child warriors in Biafra and Iran; child prostitutes and drug peddlers in America and Asia; peace volunteers and activists in many nations - are responding to the social milieu in ways which, for many of them, enhance feelings of value. Before introducing you to the main protagonist in the drama to unfold here today, I want to present a challenge derived from Erikson (1950) forty years ago, a challenge which remains today in 1990. He spells out the requirements a social system must meet to accommodate human development. He stated that, "In order to create people who will function effectively, as the majority, as energetic leaders, or as useful deviants, even the most 'savage' culture must

strive for what we vaguely call a 'strong ego' in its majority or at least in its dominant minority -- that is, an individual core firm and flexible enough to reconcile the necessary contradictions in any human organization, to integrate individual differences, and above all, to emerge from a long and unavoidably fearful infancy with a sense of identity and an idea of integrity" (p. 160). Erikson's "individual core" would include as an essential component, "self-confidence," the comparatively stable element in the self-esteem. Implied is society's responsibility for identifying the maturational and developmental drives and needs of individuals and then synchronizing them with appropriately scheduled demands and activities within the socializing systems. The challenge would be to structure society and its institutions in such a way that role requirements and developmental tasks for all individuals across the life span would "fit" in a complementary fashion with each individual's need for esteem-building experiences at changing points in time.

An initial response to this challenge is "IMPOSSIBLE", and indeed it does appear to be so. However, there are glimmers of hope on this bleak landscape. Opening are conceptual avenues and research paths which encourage us to face this challenge, if only with small beginnings. For example, Bronfenbrenner's (1979) classification of different types of systems in which individuals function and which impact upon their lives could provide guidance and ensure inclusiveness when identifying the social groups,

situations, or events which might influence an individual's self-esteem. Roles, statuses, labels, developmental tasks, and significant others could be embedded in and/or influenced by any of Bronfenbrenner's systems; macro-, micro-, meso-, or exo-.

The Nature of Self-Esteem

And now, let me introduce you to the main protagonist in this drama which has far-reaching implications for members of the audience; teachers, counselors, health professionals and the ordinary, and not-so-ordinary people in their personal and work worlds.

The concept of self-esteem has had an amoebic quality about it. Push it here, poke it there. It changes, fluctuates, is difficult to contain within boundaries, to define, to measure accurately and to predict consistently. Often used interchangeably with self-concept, the characteristics which contribute to the uniqueness of the term SELF-ESTEEM become blurred. The script for today's performance requires a clear distinction between the terms self-concept and self-esteem. This is essential for the main plot with its focus on roles. Simply stated, "Self-concept involves everything concerning the self: how a person sees himself, his

values, goals, strengths and weaknesses; how he thinks, feels and acts. All are part of his sense of self. Self-esteem refers more to an individual's personal judgments, his evaluations of worthiness or unworthiness, approval or disapproval that are expressed in the attitudes he holds towards himself." Both Self-Esteem and Self-Concept are general and also specific in nature. Rosenberg, 1979, (p. 23) sees the Self-Concept composed of descriptive perceptions of self. These perceptions vary from time to time and from individual to individual. Shavelson and his colleagues (1976) began with a broad, general definition of self-concept as "a person's perception of him or herself." These perceptions are formed through one's experience with one's environment and are influenced by environmental reinforcements and significant others. Subsequently, they found support for a hierarchical, multifaceted conception of the self-concept in which specific areas and sub-areas were identified; for example, social self-concept and academic self-concept with sub-areas related to specific subjects such as Math and English.

The missing component, the process which holds the key to Self-Esteem and distinguishes it from Self-Concept is Evaluation of the self, of its attributes, attitudes, and actions. Also, the individual must value an aspect of self before related factors are considered for inclusion in the personal esteem constellation. It is this dual value dimension which gives to our Self-Esteem character its uniqueness.

Rosenberg's (1979) view of self-esteem reveals the complexity of our character. He sees self-esteem as a composite gestalt or general picture of self-worth composed of interrelated complementary aspects of self; these components are selected within the context of specific situations. Some aspects of self may be important to sense of worth while others may not. He dichotomizes the inner and outer dimensions of self-esteem. For Rosenberg "Inner Esteem", which derives from the experience of self as an active agent, makes things actually happen and helps the individual to realize his/her intents in an impartial world. "Inner" relates to and stems from feelings of one's competence or potency. This feeling of self-confidence is fairly stable and does not fluctuate as do the components of the other dimension.

For Rosenberg as for Cooley and others, "Outer Esteem" is derived from the reflected appraisals of significant others. The outer dimensions are used in measurement of self-esteem and are the valuative, salient aspects of the self; they require positive feedback. The outer and inner dimensions may be different and self-confidence does not necessarily relate to or influence the direction of the outer dimensions. This is because of the salient and valuative aspects of outer self-esteem. If the area in which one is confident is unimportant in the self-picture, then it will have little bearing upon outer self-esteem.

The self functions within a fluid, changing, situational field. It reacts in terms of stability, growth, change and learning and to both general and specific factors in the fluid field and can shift from one to the other. Thus, self-esteem has both an inner, fairly stable component reflected in self-confidence, and an outer, fluid component influenced by situational factors, time and place. Aspects of self and one's reactions are influenced by the individual's perception and evaluation of their importance and significance in the total self-picture. This process will be reflected in either stable or fluid self-esteem as the individual forms either general or specific perceptions of self.

Rosenberg (1979) points out that there are two ways of looking at self-esteem. These relate to "degree of goodness' and "extent of personal satisfaction." Any measure of self-esteem will reflect an individual's evaluation of self either as "very good" or "good enough." The concept of "good enough" allows for recognition of limitations, expectations of growth and improvement, and acceptance of unchangeable aspects of self. It also promotes a more realistic view and thus, a more attainable goal for the individual. High self-esteem means that the individual considers him/herself worthy, but neither better nor worse than others. He/she recognizes his/her limitations and expects to grow and improve. Low self-esteem implies self-rejection, self-dissatisfaction, self-contempt and lack of self-respect. (Chapter 2).

Four key terms are important in understanding the valuative aspects of self-esteem: salience, degree, direction and intensity. In terms of self-esteem, salience of the dimension or the degree of importance to the individual, takes primacy. Degree of worth and extent of personal satisfaction will interact with saliency. The direction of the valuation of the salient factor, either positive or negative, will shift the balance toward high or low self-esteem. The intensity of the feeling about the attribute of self, either strong or weak, will provide yet another indication of the level of self-esteem.

Self-esteem has a valuative aspect which has to do with personal satisfaction. One can however, be satisfied or dissatisfied with some behavior but at the same time feel that it isn't a very important or salient part of one's personality. Bean and Lipka (1980) see self-esteem as the valuative assessment one makes regarding personal satisfaction with roles and/or the quality of performance. Depending on personal value, one may desire to change the situation, to keep it the same, or one may simply not care about it one way or another. The environmental context is important and is usually defined in terms of significant others: for children they are usually parents, teachers, and playmates. Self-esteem can be described as strong or weak, positive or negative.

- FIGURE 1 HERE -

In the outer region which contains the value system, the self-components can be arranged hierarchically. In Figure 1 the target represents this hierarchical arrangement. (Juhasz, 1984). At the core of the system are those qualities which are central to feelings of worth, those on which an individual stakes him/herself and those in which he/she excels. These can be either positive or negative at various times in the life span. Surrounding this core is a protective barrier for the self-esteem, composed of defense mechanisms and learned ways of responding. Beyond this buffer, at layer two, lie the unacceptable qualities or areas of incompetence which one desires to change. At layer three are those things which can't be changed, which produce no shame because they don't matter and are accepted (biological, familial, societal, and individual factors). Finally, at the least valued level are those dimensions in which one is incompetent but which could be changed. However, because they are not valued by the individual and are unimportant to him or her, there is no desire for change.

For realistic evaluation, the individual must distinguish between factors which can and cannot be changed and come to terms with their relative importance in the self-schema. This necessitates selecting from all the aspects of the self-concept those upon which one will rest the burden of developing positive self-esteem. This continuing process of self-evaluation compares

real and ideal behavior through self-appraisal and is based on the reflected appraisals of significant others. These are one's perceptions of others' perceptions conveyed through responses to the self. (Cooley's theory of the "Looking-Glass Self", 1912).

As Rosenberg pointed out, "Inner Esteem" is derived from experiences of one's competence and ability to make things happen and from the confidence which one feels. Branden (1979) points to the importance of competence in the development of feelings of positive self-regard. He views self-esteem as an integrated unit of self-confidence and self-respect, and I quote, "Man experiences his desire for self-esteem as an urgent imperative, as a basic need...Self-esteem has two interrelated aspects: it entails a sense of personal efficacy and a sense of personal worth. It is the integrated sum of self-confidence and self-respect. It is the conviction that one is competent to live and worthy of living." (p. 110). This character analysis of our star actor "Self-Esteem" reveals its complexity both in construct and process. Understanding its multifaceted nature and the sophisticated cognitions from which it evolves are essential if you are to profit from the performance about to be presented.

A View of Self-Esteem for the Twenty-First Century

The introduction to my script presented a challenge which has to do with individual integrity and self-confidence -- with values and esteem. Character elaboration has revealed the complexity and also the potential for creatively viewing the part played by self-esteem on the stage of life. However, if we are to meet the challenge, a new view, a new approach to understanding and enhancing self-esteem is essential. Moreover, this in itself presents an exciting challenge for the producer/director of this scenario.

How shall we structure the action so that YOU, the audience are stimulated, motivated and challenged in your personal and professional lives. First, the stage design and the backdrop must be relevant, and contemporary, at the same time suggesting a glimpse into the future.

So let us begin by examining the tapestry which has been designed to project our main character **"SELF ESTEEM"** into the 21st Century. Two themes predominate, EARNED SELF-ESTEEM AND A TRIPLE-HELIX ROLE MODEL.

Earned self-esteem is a product of learning and as such it should be stable and long lasting. Earned self-esteem is based on learning to tolerate frustration and delay, to care for others, to

work hard, and to persevere in the face of obstacles. These tasks of developing relationships and competencies enable one to stretch, to grow and to reach for excellence. This concept of earned self-esteem fits well with theories familiar to teachers. For example Erikson (1968) allocates competence as the outcome of successful resolution of the psychosocial crisis of grade school children. Maslow's (1963) need theory could be operationalized so that belonging and esteem needs are earned through learning in the home, in the educational setting, and in the community.

This view for the 21st Century is in sharp contrast to the prevailing "Self-Esteem Now" theory of educational development, with its "happiness-now", instant-pleasure, instant-relief, instant-success" format -- a format which has not been successful in producing excellence and indeed may have retarded its development. Ironically, today the self-esteem of Americans is high and rising, at the same time social problems are increasing and intellectual progress and academic standards are decreasing (Lerner, 1985). Lerner identifies narcissism with its "feel-good-now" self-esteem as a major social problem, concluding that excessive self-esteem can cause as much trouble as inadequate self-esteem, both for individuals and for societies. Thus, in this new view of self-esteem for the 21st Century, Self-Esteem **"NOW"**, with its roots grounded in self-actualization theory will wither and with it the narcissistic **"ME"** generation will shift its focus to Earned Self-Esteem.

The Triple-Helix Role Model

This new view of Self-Esteem sets the general tone against which a complex and multifaceted conception of esteem can be superimposed. This is my "Triple-Helix Role Model of Development" (Juhasz, 1989), a model which construes Self-Esteem as the energizer and director of the roles we choose to play at various times in our lives, and the commitment which we bring to these roles. Our own life-stage, adulthood, provides the time frame for description of the model.

However, its relevance and applicability encompass other age levels, other cultural and ethnic groups in other places, other climes and other times. The stage designer predicts a great demand in research theaters for the use of this set. From a theoretical perspective, this model also has potential implications for the future of role theory. Biddle (1986), reviewing role theory, hypothesized that in the near future, role theories for specific social systems, for example, the family, the formal organization, and for the individual's sexual identity, may have little in common. He suggested the gradual evolution of an integrated version of role theory in which some propositions concern the roles of individual actors and some concern roles that are common to persons in the same social position, a role theory in which roles may be generated by norms, beliefs, and preferences, a theory that

can examine role sectors, role functions, and self-validation. (p. 87) And I would add, a role theory in which the dynamic properties of the drive for self-esteem play a crucial part.

With adult years as the life-span frame, let us examine the Triple-Helix Role Model and its important collaboration of esteem with role emphasis and enactment. The three most important roles in the lives of most adults, (1) family, (2) work, and (3) self-development, are represented by the three helixes.

The model is envisioned similarly to Watson and Crick's (1968) double helix depiction of DNA replication (p. 211). The three separate helixes have the capability of interweaving in varied patterns and formations, interacting or combining at different points in time and space; working alone or influencing the others. Each can divide, furcating or becoming multi-stranded, for example, when several family roles are part of an individual's repertoire, but one of them assumes more importance in the self-system than do the others. Fused to each helix is a strand of the esteem nucleus in which all three helixes are grounded. This provides the developmental drive needed to enact the varied family, work and individual roles throughout the life span.

Unlike the double helix of Watson and Crick (1968) which is represented vertically, the triple-helix role model is placed in a horizontal position. This positioning of the three helixes is compatible with the concept of the life span as a continuous developmental pathway. This horizontal presentation allows first, the steady, continuous, balanced developmental progression of all three roles as a more or less perfectly braided helix; second, it allows depiction of the energy surges into the various roles as irregular, curvilinear upswings; third, it can illustrate the moratorium on a single role while energy is funneled into the remaining two, as a level continuation of that role pattern; and fourth, one can represent the investment of developmental energy in specific role dimensions as the bi- or trifurcation which channels the basic esteem-power, propelling the individual in a specific direction. This design accommodates a wide range of possible adult developmental patterns, with various timing of life events relative to career options, family and relationship choices and emphasis on self-development.

- FIGURE 2 HERE -

Let us look at some examples:

Figure 2 shows the three role helixes (individual-self, family and work) originating in the "Basic Esteem Need" power base. Each has yet to be energized. Each is multistranded indicating that the three broad role categories include various related sub-categories.

For example, the three strands in the individual-self role could represent self as athlete, self as learner, self as organizer. Those in the family helix might be parent role, wife role, daughter role. For the work role helix, specific sub-categories represented by the three currently immobile strands might be administrator, colleague, researcher. Figure 2 provides the basic, static concept on which the dynamics of the triple-helix role model of development are based.

- FIGURE 3 HERE -

Figure 3 depicts the three helixes representing family roles, work roles, individual-self roles in perfect harmony. Each is in synchrony, propelled by the fusion with the self-dimension utilizing the power which is generated from the basic esteem need and directed by its interaction with environmental influences. In this figure the esteem force is seen bonded to the reverse side of the triple role strands.

- FIGURE 4 HERE -

In Figure 4 the individual-self helix has been put on hold midway in the chain. The esteem energy is directed toward the work and family roles which take precedence. When a role is put on hold, only maintenance energy is provided. No depiction of role deteriorization is shown.

- FIGURE 5 HERE -

In Figure 5 the complex family and work roles are separated, with the specific parent and employee roles receiving the developmental energy. The remaining subroles utilize only maintenance level esteem power while the individual-self role is static.

- FIGURE 6 HERE -

In Figure 6 the individual-self has taken over with only low-wattage developmental energy expended on family or work roles. This conception is in concordance with the view of self-esteem as a layered, multifaceted entity which has at its core a stable component. This is formed by those values, attributes, and competencies which one "stakes the self on." At various times in the life cycle specific factors related to role enactment would assume priority. For the individual, the physical, sexual, social, cognitive or emotional "self" might take priority while the other roles are juggled, put on hold, or merely maintained for the time being. One could weave one's individualistic way through the triple paths provided by the helix model, for example, focusing on the role of athlete, sexual partner, husband or wife, professional or student, supporter or nurturer.

For each individual, those roles which make up his/her lifestyle at a specific point in time combine, in order of priority determined by the esteem needs, to form the parameters of what Levinson (1986) calls a "life structure." Within this life structure, the flexible nature of the triple helix allows the personal value hierarchy to direct each individual's energies toward the "customized" role selection and behavior which is seen as most effectively facilitating developmental progress.

"PERSONAL VALUE HIERARCHY," a key concept in this last statement returns our attention to our main actor, "SELF-ESTEEM" and its earlier characterization as multi-layered, with components open to choice and change. Implicit in the dynamics of this model is the interactionist approach which views the individual functioning in the environment, both pro-actively and reactively. Progress, stability and change over time can be tracked through the wide-angle lens of the Triple-Helix Role Model as the main character, Self-Esteem, controls the action. As the helixes weave back and forth, recurring themes related to specific aspects of living, to predictable and unpredictable life-events, to independence and inclusion in relationships, can be identified. Each major role helix is composed of a finite number of possible sub-roles linked to individual and social development. These are

activated and directed by the self-esteem, as the individual adjusts and readjusts the content of what Whitbourne (1985) calls "The Life-Span Construct".

Some of my doctoral students, testing the model, with their own lives as the stage, presented support for a Maslowian view. Some reported that certain changes in role energy were caused not by the need for esteem but rather by the need to belong. This warrants further investigation, and certainly one might expect younger subjects to function at Maslow's lower need levels.

However, this points to the strength of the Triple-Helix Role Model: Its expandable nature through helix sub-division; Its role flexibility and rejuvenating capacities and its openness to varied interpretations of individual life histories. Further research may reveal important cycles in the focus of the power and impact of self-esteem which reveal the adaptability of humans striving to control and direct their destinies. While we are discussing the stage setting, I want to bring up another point, also related to the use of the Triple-Helix Model. Other researchers have suggested a fourth helix "Community Involvement" (Havighurst, 1981: 595, Whitbourne, 1985: 612). An informal survey (Juhasz, 1988), revealed that Americans did not view this as a major role. Rather, community activities were primarily subsumed under the other roles; family, work, and self-development.

In another time, in another place the roles which form the helix may differ or there may be more than three. Freud's, "to work and to love" formed the basis for this model with the addition of the SELF-component. And, truthfully, three helixes were quite difficult enough to depict graphically. Thus, the Triple-Helix Role Model is available for use by other producers who may find it necessary to innovate in order to meet the demands of new productions in the future.

Applications and Implications

In Chicago, a hit theater production, SHEAR MADNESS, now in its third year, invites each audience to choose one of several plot endings which are then played out by actors. In this Oslo production the view of Earned Self-Esteem is the setting and the plot revolves around the Triple-Helix Role Model.

And now the curtain rises for the final act of the early performance and this audience has chosen teachers' self-esteem as the focus of the plot ending. For you, my audience, the implications for teachers and administrators and the usefulness of the role-based approach to understanding and enhancing self-esteem will emerge.

Earned Self-Esteem and Triple Teacher Roles

In this plot the focus is on a single role -- work/career -- and on the sub-roles on which teachers can base feelings of esteem (Juhasz, 1990).

If we could begin the new decade with "Earned" self-esteem as a primary educational goal, how would it impact on teacher self-esteem and how could we make it work? We need to view the profession of teaching through triple-lenses; first, teacher as learning facilitator; second, teacher as colleague-participant in planning procedures and policies; and third, teacher as developing professional. This role trifurcation provides three separate but interrelated bases of esteem within the occupational-career setting. It accommodates variation in emphasis on and scheduling of professional goals, as teachers begin their careers, gain experience, and move ahead professionally. The first-year teacher may be primarily absorbed in the classroom teaching role, gradually becoming more involved in school-wide decision making and planning, eventually managing to continue with her own advanced education and to participate in and contribute to professional organizations. In each of these roles the teacher has the opportunity to earn self-esteem. Also, if at a given period of time, one role seems to be unrewarding and results in lowered self-esteem, the other two role options provide opportunity for earning esteem. While three major career roles are the focus here, at times teachers and

administrators may identify minor roles which are esteem building. Whatever its basis, teachers' self-esteem will be influenced by their own self-appraisals and also those of others. Perhaps in no other profession is the support and cooperation of others and their feedback more essential.

In America, teacher prestige and status are lower than they have ever been. Teachers and principals have the right to expect that parents and children will appreciate and respect them, will cooperate with them, and that children will put forth effort. Principals and teachers have similar obligations to each other. In addition administrators and/or principals must mentor, lead and support emotionally, morally and practically. Instructional resources, facilities and materials, educational opportunities, and financial reimbursement provide the environment in which teachers can meet their high standards for their own achievements in the classroom.

The second teacher role, that of colleague involved in collaborative policy making and planning, takes the teacher out of the classroom in which he/she is the authority and places him/her in the larger school setting where the relationship between authority and self-esteem may be critical. White (1986) notes that one can have high self-esteem within an authoritarian structure but warns that deriving self-esteem from one's position in office may lead to abuses.

The third teacher role, that of developing professional, provides opportunity for intellectual challenge, for expansion of one's own horizons, and for personal growth independent of the other two roles. In this role teachers can be completely responsible for taking control and moving toward their professional goals.

We may ask "What can we do about this forgotten dimension?" The educational environment as we enter the next decade holds little promise of new approaches to enhancing teacher self-esteem. This does not mean that there is no hope.

Administrators and Parents

Administrators can expand decision making in the curriculum and enhance external rewards recognizing competence with special awards such as the Golden Apple Award given in some American city school systems. This would provide teachers with a clear message of respect, encouragement and support.

They can also enable teachers to do their job more effectively and efficiently by providing resources and equipment, discipline

codes and regulations, variety and challenge in tasks, and opportunity for input into decisions which affect teachers' ability to do their job. In addition, open, honest communication, support of subordinates, and development of faculty strengths have an important impact on self-esteem. The basic principles which underlie all esteem building apply also when working with teachers. Administrators, parents and community members can establish an environment characterized by an attitude of "building' rather than "destroying". They can provide an atmosphere which challenges and encourages freedom, engenders respect and commitment, demonstrates warmth and sensitivity, and opens doors to success.

Bean and Clemes (1978) propose four guiding constructs which school administrators should use in their interactions with teachers: First: connectiveness which incorporates trust, belonging, and feelings of satisfaction and value in associations; Second: uniqueness through recognition, encouragement and acceptance; Third: power by providing resources and opportunity; and Fourth: models of standards and beliefs.

Teachers

What can the teacher do to bolster his or her own esteem? And how do the three professional roles play a part? They can base their self-esteem on the values and goals which they consider most critical to their feelings of worth. While perceptions of others' appraisals of our worth impact importantly on our self-esteem, our own comparisons of actual performance with ideal self-standards are equally important. Teachers can do something about this aspect of esteem development. To begin with, they may as well accept the fact that social forces help shape individual lives, and in general some groups enjoy high self-esteem while others do not. Thus, teacher esteem cannot rest on occupational status. Rather, they must develop positive, realistic attitudes about themselves and their own abilities. Many teachers have idealistically unreal expectations for themselves. Outside pressure for accountability based on student test scores has widened the gap between teachers' perceptions of their competence and the feedback about it from others. People who feel good about themselves need to have congruence between perceived real and ideal selves (Rogers, 1951), and the current educational milieu works against this. However, teachers can make a reflexive exploration into their own personal sources of self-esteem. They can think about the issues of relative values, priorities and obligations and they can formulate a system of priorities which will facilitate positive esteem.

Remember, that for each of us there are some things that can't be changed, others that can but aren't presently important enough or critical enough to be worked upon, and some things that are the core components on which esteem rests. The latter will be the focus of one's energies, the platform on which one will "earn" self-esteem. This approach enables the teacher to channel efforts in directions which will be most energy effective and esteem building in line with current goals for professional satisfaction. It allows the teacher a range of self-acceptability. He/she can tell him/herself, "At some things I want to be the best; at others I can be good enough; some I won't attempt yet." During his/her career some priorities and self-expectations will shift meanwhile a stable base of earned esteem develops.

Self-examination and ordering of values and priorities are never easy tasks. Also, teachers have non-school related roles which enter into and complicate this process. However, it is not enough to concentrate solely upon the three teacher roles, instructor, decision and policy-maker, and professional, we must also consider external factors which influence teacher self-esteem and the ability to earn it successfully.

The teacher may have examined his/her self-system and completed the self-reflection and value clarification processes successfully, but realistically he/she must function in the school and community systems. Liebert and Spregler (1978) identify

institutional factors relative to others' expectations and evaluations which may complicate the teacher's plans for esteem work and self-evaluation. (1) Principals, students or parents may not hold the same priorities. (2) Models for comparison of behavior or progress may not be available. (3) Criteria against which attributes are judged may not be clear. However, these complications can be turned to advantage if they become school wide goals and teachers can be the catalyst for such action.

CONCLUSION

As we lower the curtain on the teacher scenario, some positive ideas can be garnered by the audience. The triple-role approach to self-esteem provides a way in which teachers can take charge themselves and develop this dimension which has been forgotten and neglected by everyone. If teachers lead the way, perhaps researchers, parents, students, administrators and society in general will do an about-face and begin to recognize the tremendous contributions which teachers make. Teachers who truly value their own worth and stake their esteem on goals which include their own professional development, as well as student progress will earn both self-esteem and others' respect. This can help to shape society's view of the teaching profession. Competence, involvement, and investment in one's professional career are the strong esteem basis which will ensure attention, respect and support of others.

Implementation and Use in Counseling

It is now six hours later and the audience for this last performance of the day has chosen counselor and client as actors in the final scene. How will they use the stage and adapt the plot to their situation and their desired outcomes?

The triple-helix role model serves as the stage setting and provides the framework for structuring and organizing information presented by clients in counseling situations. Life histories, guided autobiographies, futuring exercises and discussion techniques can all be subsumed within the triple-helix concept.

Depending upon the client's problem and the counselor's goals, a series of relevant directives could be designed to structure activities based on the triple-helix role model. Methods for getting started or guiding the initial introduction to the procedure could focus on (1) the three roles; work/career, family, self, (2) themes and times, such as early adult transitions, unpredictable events, problems and solutions, crises and challenges, (3) developmental tasks, related to age-stage transitions and life cycle sequences, (4) deviations from normalcy, related to cultural, ethnic, or socio-economic status.

The triple-helix role model provides a projective type of guide for individuals to use to examine their lives. It focuses thinking and organizes thoughts resulting in a profile which can serve as a basis for discussion, interpretation and analysis. It can be used individually and privately, with a counselor or confident, with family members or friends, and with a small or large group. With professional guidance individual and family histories can be examined, compared and analyzed. The triple-helix role approach is especially appropriate for counseling in different types of family systems: traditional, two-career, reconstituted, and single headed. Cross generational and cohort comparisons relative to role emphasis and development readily emerge. Counselors can use this approach to assist adolescents, young adults, mid-life adults, and older adults in futuring and planning. All adults including the aged can be guided through the processes of assessing and reflecting upon their lives, with the triple-helix role model as a framework.

Also, it is possible to approach the work-career helix from different perspectives, using various time-lines for life span progression. For example, Bee's (1987) chart of the following career stage descriptions with specific ages: 18-25, choose; 25-40, major emphasis-success; 40-65, plateau-satisfaction; 65-75, retirement; 75+, unimportant.

Another possible focus could be Derr's (1986) five stages in career-success orientation which drive the individual: (1) getting ahead, (2) getting secure, (3) getting free, (4) getting high, and (5) getting balanced. His emphasis is on the effect that those orientations have on the individual's relationship with co-workers, family and friends. Derr's analysis of the ways in which these significant persons perceive the career-oriented individual identifies relationship problems and also opportunities for positive outcomes which accompany each stage in the career-success orientation. He also conceptualizes the work-career role as "a long term planned work history which represents the dynamic interplay between three activities: work, relationships, and self-development" (p. 415). He spells out the problems and opportunities relative to these three activities for each of his five stages. The creative counselor will be able to use familiar effective methods to facilitate optimum productivity and astute analysis within the triple-helix role framework.

An individual's family helix will represent the cumulative role structure over the life span. One is first a child with parents and grandparents. Aunts, uncles, cousins, siblings and friends accumulate. Companion and/or spouse and children, friends, siblings and parents of friends and spouse are added. One may become a parent of children, a grandparent of grandchildren as the family extends. Even more complex are the roles in the non-traditional family.

Bee (1987) uses the same age breakdowns as she used for the work career roles to designate family, sex and relationship roles and their importance during adult life. Other developmentalists propose variations on her themes. An individualized profile of the family role emerging from the triple-helix approach to information gathering could be compared to one of these or to the client's "ideal" profile.

Diverse self-roles fall under the "individual helix" classification. These include physical, cognitive and social characteristics and behaviors. Over the life span, physical functioning depends upon speed, strength, work capacity, elasticity and system functioning. Cognitive skills include (a) crystallized abilities, those which we use regularly in our daily experiences and thus maintain at a high level as we age and (b) fluid abilities such as general reasoning, attention, span, and memory for numbers. These fluid abilities are more likely to decline in old age. For many people the social self develops progressively to high levels of social awareness from conventional to individualistic to integrated--conjunctive to the transpersonal--universalized view of self in the world. The spiritual and the aesthetic are also self-dimensions. These broad general descriptors of the self will help the counselor to distinguish the distinctly self-role components from those that overlap with the other helixes.

PILOT STUDY

Students ranging in age from 25 to 50 in a university course on adult development used different approaches with the triple-helix role model as a guide for charting the progress of their lives and represented their responses in varied ways. The earliest age at which a record began was 14 years while the most frequent starting point for the life odyssey was 18 years old. The three major helixes representing the work, family and self roles provided the basic structure for all of these adults. Some arranged their data horizontally, others vertically with individually relevant ages at designated points, forming a grid. This enabled one to read the charted data either by age for all helixes or by role for all ages. Degree of importance to self and energy expended were depicted as bulges, upward or downward reflecting arrows or a series of underlines. These adults had no difficulty in understanding the triple-helix role concept and its dynamics. They were able to conceptualize and represent on paper their own life experiences in the three roles.

The adults who participated in the process identified these themes which emerged in the triple-helix role representations:

(1) a "rhythm" or pattern of shifting concentration among roles over time

(2) evidence of "role negotiation" accompanying various life

events or changes

(3) identification of the "most energized role"

(4) indications of "empowerment" when role emphasis shifted

(5) times of "stability and change" in the three roles

(6) periods when one role was "on hold," quite frequently the self role

(7) a sense that "belonging needs as well as esteem needs" provided the energy to power the helixes.

However, they reported that when they asked an adult friend or relative to do the task some discussion and warm-up was needed. This included the triple-role concept and guidance in focusing on the three roles; work, family, and self. It appears that people do not automatically view themselves primarily as players in these roles. With very little direction, they could designate the work and family related components. Self-aspects required more reflection. As counselors use this triple-helix framework, further insight into its use and value will emerge. Creative practitioners and professionals will be able to adapt it to their specific needs and to those of their clients.

And Now THE EPILOGUE!

As the curtain falls, the star, the set designer, and the producer take a final bow.

Self-Esteem, comfortably oriented toward role-theory, confident in the ability to energize individuals in ways unique in time and place relative to multiple roles and varied goals is the star. The set designer, satisfied that at least the concept of Earned Self-Esteem has been forcefully presented, is hopeful that the old, outmoded, Instant-Gratification, Instant-Happiness view of self-esteem will be retired and placed in storage. The producer, tired but happy, feels that the performance was successful. As the audience disperses, discussion is animated and argumentative. Interest and enthusiasm are evidenced. People were thinking and reacting!

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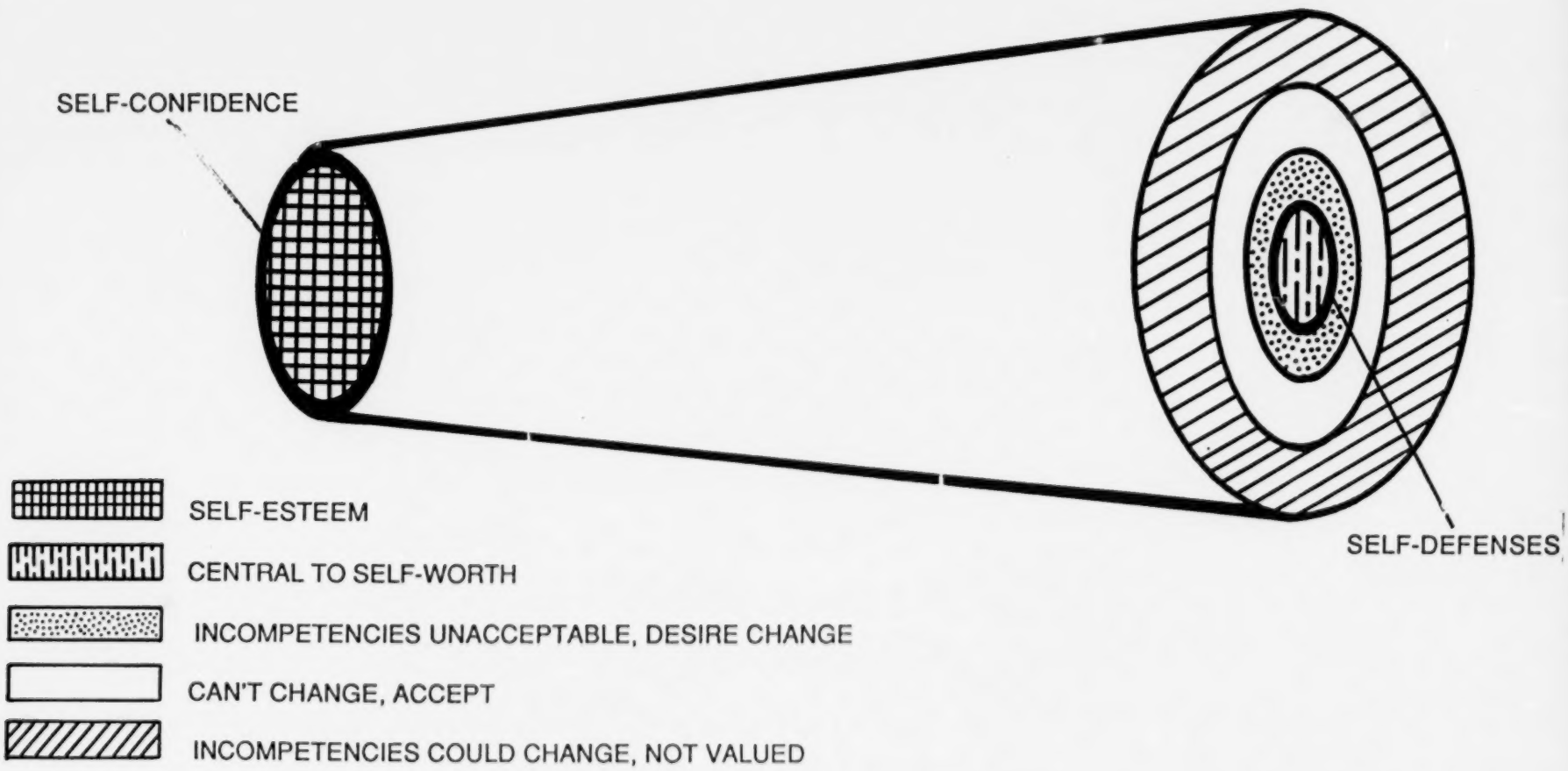

Figure 1. HIERARCHY OF VALUE IN SELF-ESTEEM COMPONENTS

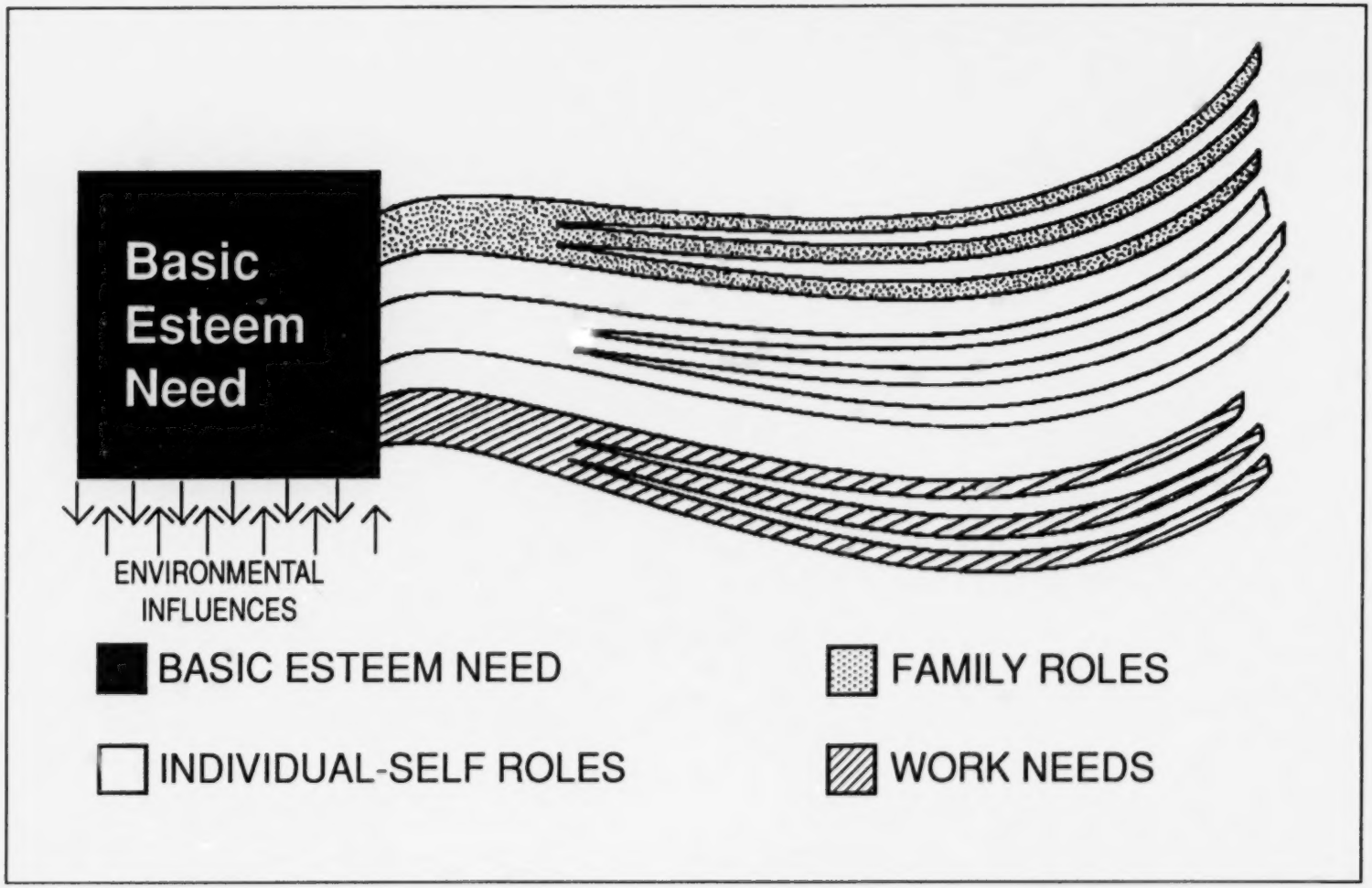

Figure 2. The Basis of the Triple-Helix Role Model:
Family, Work, Individual-Self

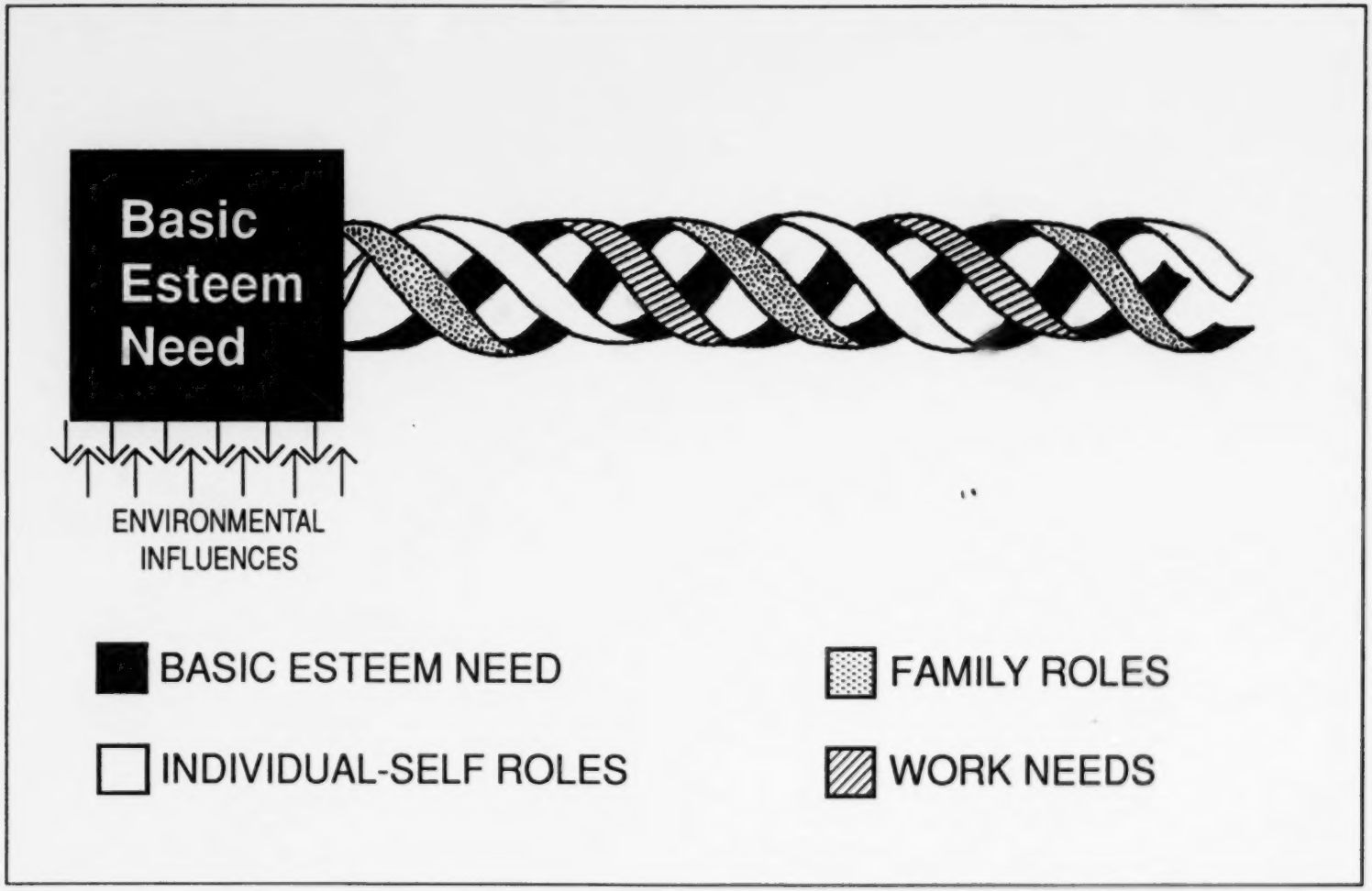

Figure 3. Synchronized Triple Helixes

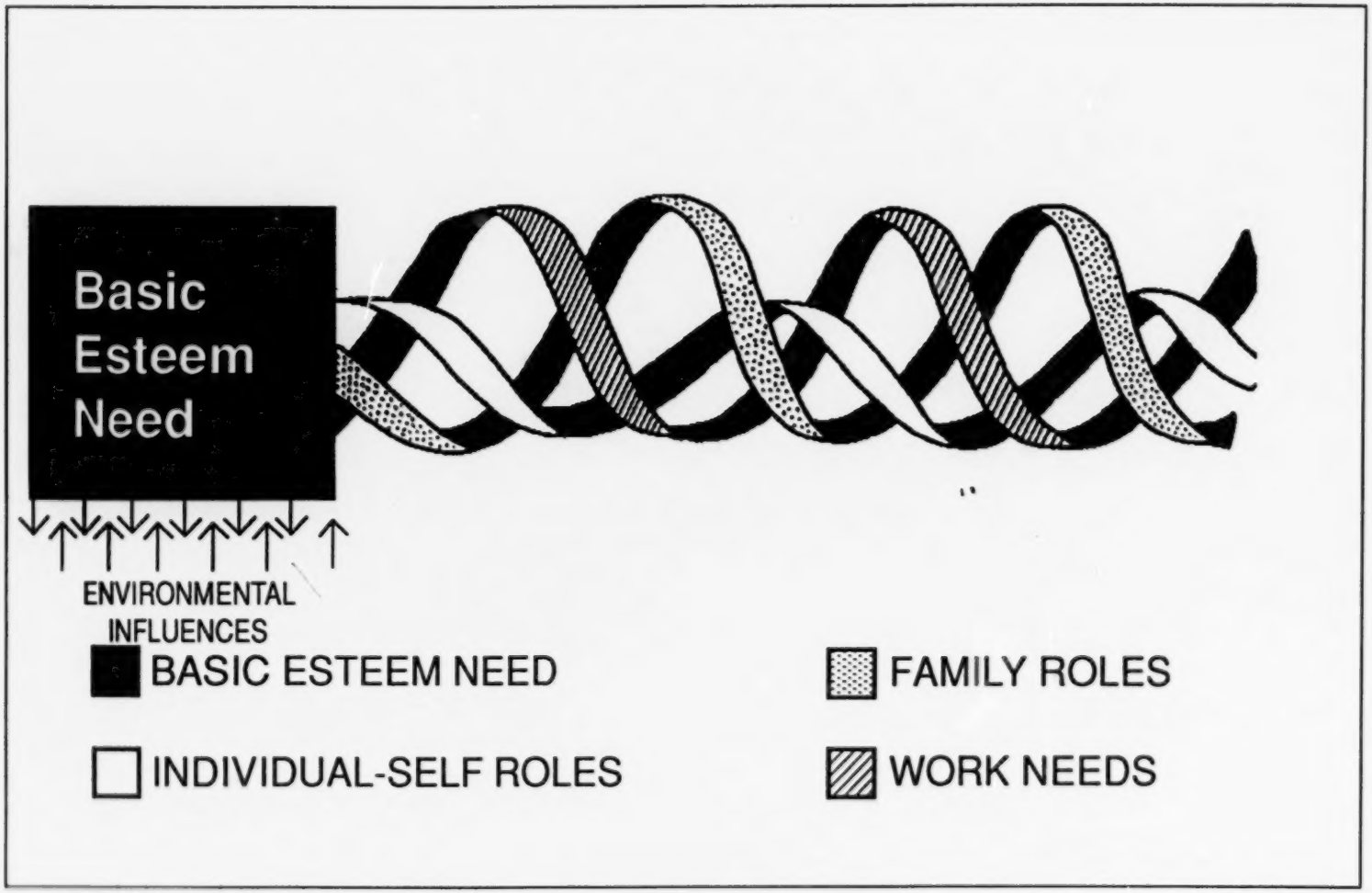

Figure 4. Energized Work and Family Roles:
Individual-Self Role on Hold

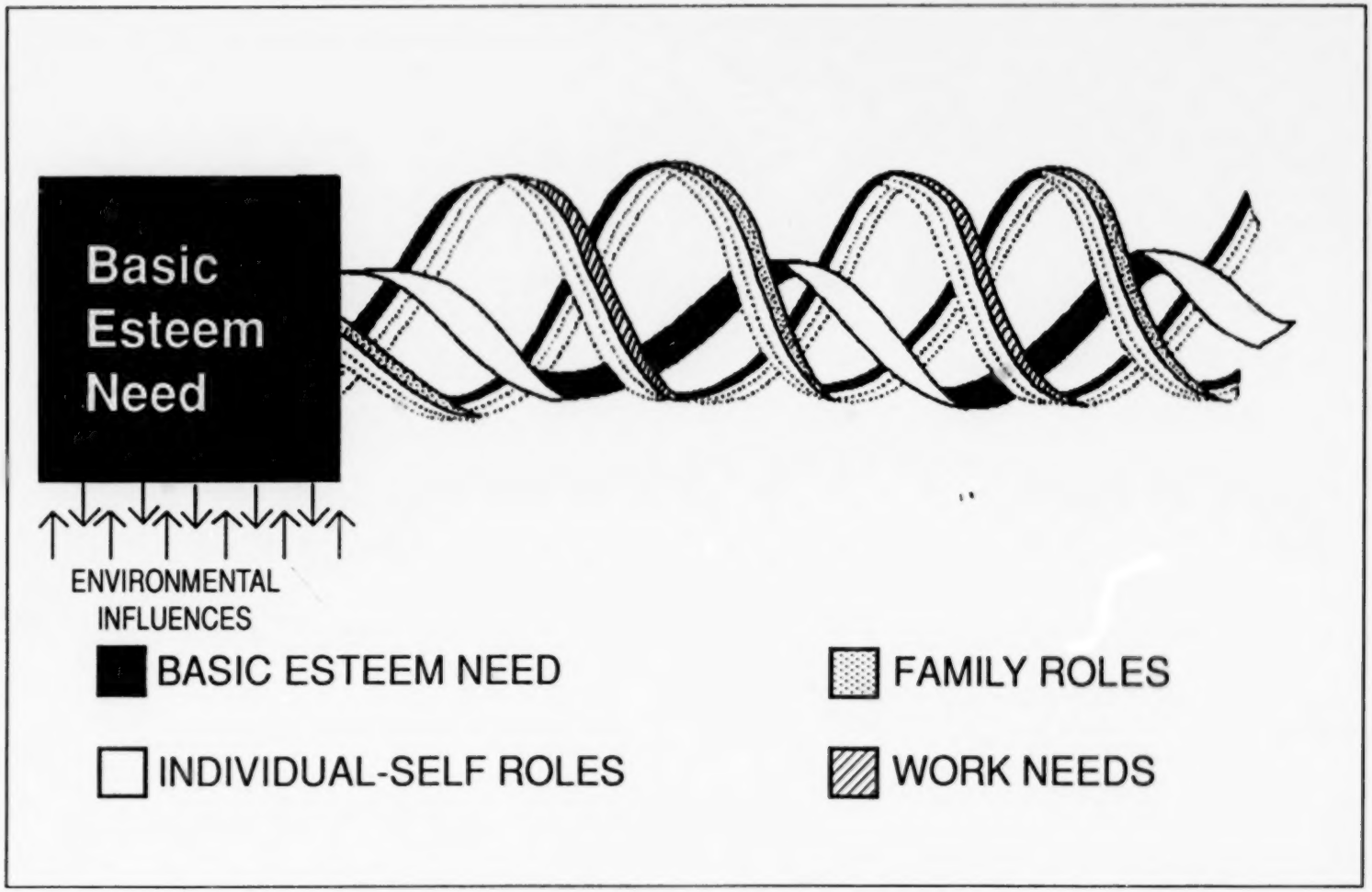

Figure 5. Energized Specific Subcategories of Work and Family: Other Helix Strands on Hold

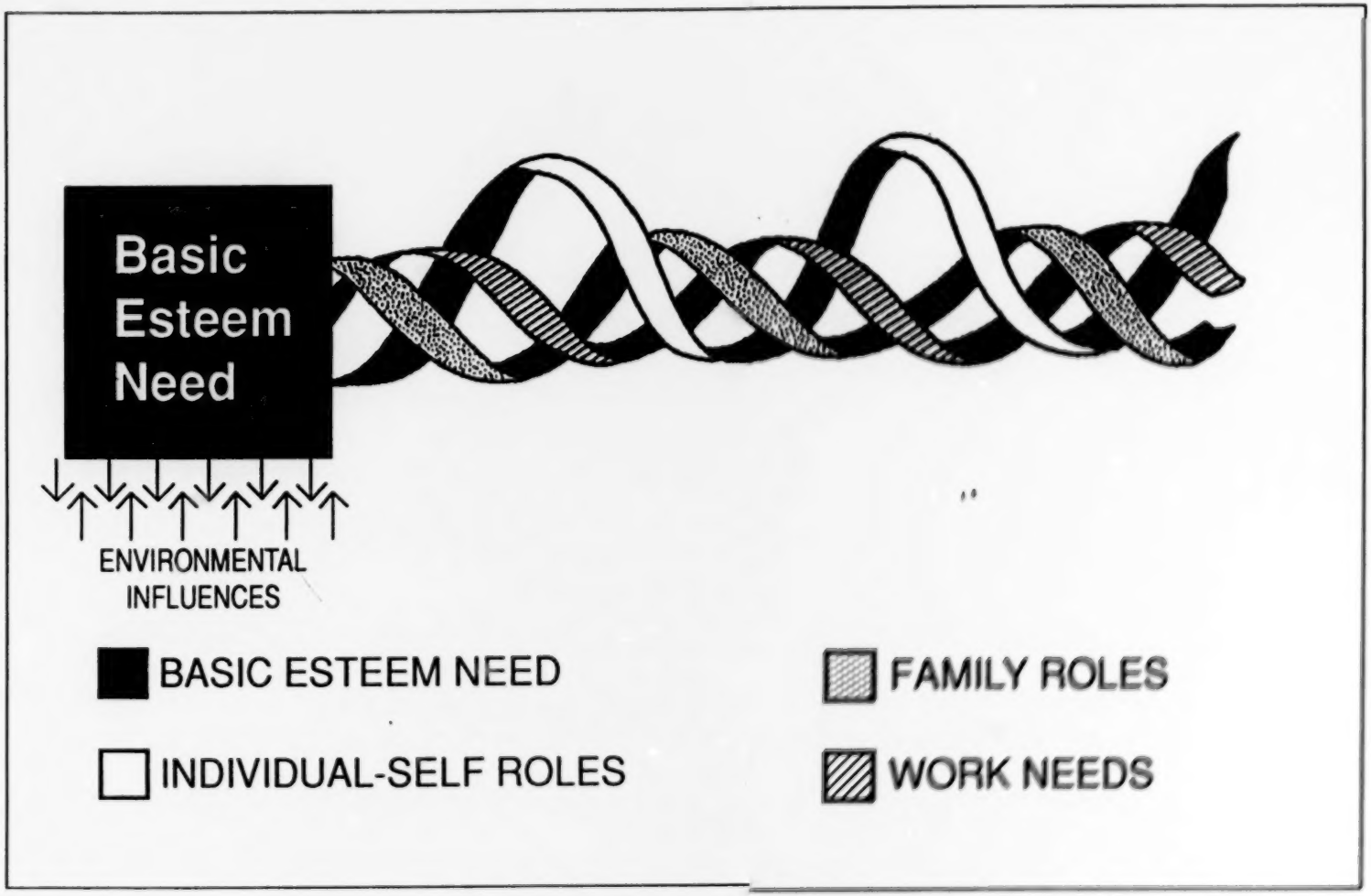

Figure 6. Individual-Self Helix Takes Over: Work and Family Roles on Hold